

**ASSEMBLY BILL**

**No. 2512**

**Introduced by Assembly Member Bonilla**  
(Principal coauthor: Senator Jackson)

February 21, 2014

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An act to amend Section 52052 of, and to amend, repeal, and add Sections 52060 and 52066 of, the Education Code, relating to pupil rights.

LEGISLATIVE COUNSEL'S DIGEST

AB 2512, as introduced, Bonilla. Pupil rights: gender equity: after school athletic programs.

(1) Existing law requires the Superintendent of Public Instruction, with the approval of the State Board of Education, to develop an Academic Performance Index (API) to measure the performance of schools and school districts, especially the academic performance of pupils. Existing law requires the API to include, among other things, a variety of indicators currently reported to the department, including, but not limited to, the results of a specified achievement test, attendance rates for pupils in elementary schools, middle schools, and secondary schools, and the graduation rates for pupils in secondary schools.

This bill would require the API to also include, as one of these indicators, compliance with specified federal gender equity requirements, including, but not limited to, the total number of pupils, by gender, participating in existing after school athletic programs.

(2) Existing law, on or before July 1, 2014, requires the governing board of each school district and each county board of education to adopt a local control and accountability plan that includes, among other things, a description of the annual goals to be achieved for certain state

priorities for all pupils and each identified subgroup of pupils, as specified. Existing law includes among the state priorities school climate, measured as specified. Existing law requires the governing board of each school district and each county board of education to update its local control and accountability on or before July 1 of each year.

This bill, commencing January 1, 2018, would authorize a school district or county board of education to include as a measure of school climate for these purposes compliance with specified federal gender equity requirements, including, but not limited to, the total number of pupils, by gender, participating in existing after school athletic programs.

Vote: majority. Appropriation: no. Fiscal committee: yes.  
State-mandated local program: no.

*The people of the State of California do enact as follows:*

1     SECTION 1. Section 52052 of the Education Code is amended  
2     to read:  
3     52052. (a) (1) The Superintendent, with approval of the state  
4     board, shall develop an Academic Performance Index (API), to  
5     measure the performance of schools and school districts, especially  
6     the academic performance of pupils.  
7     (2) A school or school district shall demonstrate comparable  
8     improvement in academic achievement as measured by the API  
9     by all numerically significant pupil subgroups at the school or  
10    school district, including:  
11    (A) Ethnic subgroups.  
12    (B) Socioeconomically disadvantaged pupils.  
13    (C) English learners.  
14    (D) Pupils with disabilities.  
15    (E) Foster youth.  
16    (3) (A) For purposes of this section, a numerically significant  
17    pupil subgroup is one that consists of at least 30 pupils, each of  
18    whom has a valid test score.  
19    (B) Notwithstanding subparagraph (A), for a subgroup of pupils  
20    who are foster youth, a numerically significant pupil subgroup is  
21    one that consists of at least 15 pupils.  
22    (C) For a school or school district with an API score that is  
23    based on no fewer than 11 and no more than 99 pupils with valid

1 test scores, numerically significant pupil subgroups shall be defined  
2 by the Superintendent, with approval by the state board.

3 (4) (A) The API shall consist of a variety of indicators currently  
4 reported to the department, including, but not limited to, the results  
5 of the achievement test administered pursuant to Section 60640,  
6 attendance rates for pupils in elementary schools, middle schools,  
7 and secondary schools, ~~and~~ the graduation rates for pupils in  
8 secondary schools, *and compliance with the federal gender equity*  
9 *requirements under Title IX of the Education Amendments of 1972*  
10 *(20 U.S.C. Sec. 1681, et seq.), including, but not limited to, the*  
11 *total number of pupils, by gender, participating in existing after*  
12 *school athletic programs.*

13 (B) The Superintendent, with the approval of the state board,  
14 may also incorporate into the API the rates at which pupils  
15 successfully promote from one grade to the next in middle school  
16 and high school, and successfully matriculate from middle school  
17 to high school.

18 (C) Graduation rates for pupils in secondary schools shall be  
19 calculated for the API as follows:

20 (i) Four-year graduation rates shall be calculated by taking the  
21 number of pupils who graduated on time for the current school  
22 year, which is considered to be three school years after the pupils  
23 entered grade 9 for the first time, and dividing that number by the  
24 total calculated in clause (ii).

25 (ii) The number of pupils entering grade 9 for the first time in  
26 the school year three school years before the current school year,  
27 plus the number of pupils who transferred into the class graduating  
28 at the end of the current school year between the school year that  
29 was three school years before the current school year and the date  
30 of graduation, less the number of pupils who transferred out of the  
31 school between the school year that was three school years before  
32 the current school year and the date of graduation who were  
33 members of the class that is graduating at the end of the current  
34 school year.

35 (iii) Five-year graduation rates shall be calculated by taking the  
36 number of pupils who graduated on time for the current school  
37 year, which is considered to be four school years after the pupils  
38 entered grade 9 for the first time, and dividing that number by the  
39 total calculated in clause (iv).

(iv) The number of pupils entering grade 9 for the first time in the school year four years before the current school year, plus the number of pupils who transferred into the class graduating at the end of the current school year between the school year that was four school years before the current school year and the date of graduation, less the number of pupils who transferred out of the school between the school year that was four years before the current school year and the date of graduation who were members of the class that is graduating at the end of the current school year.

(v) Six-year graduation rates shall be calculated by taking the number of pupils who graduated on time for the current school year, which is considered to be five school years after the pupils entered grade 9 for the first time, and dividing that number by the total calculated in clause (vi).

(vi) The number of pupils entering grade 9 for the first time in the school year five years before the current school year, plus the number of pupils who transferred into the class graduating at the end of the current school year between the school year that was five school years before the current school year and the date of graduation, less the number of pupils who transferred out of the school between the school year that was five years before the current school year and the date of graduation who were members of the class that is graduating at the end of the current school year.

(D) The inclusion of five- and six-year graduation rates for pupils in secondary schools shall meet the following requirements:

(i) Schools and school districts shall be granted one-half the credit in their API scores for graduating pupils in five years that they are granted for graduating pupils in four years.

(ii) Schools and school districts shall be granted one-quarter the credit in their API scores for graduating pupils in six years that they are granted for graduating pupils in four years.

(iii) Notwithstanding clauses (i) and (ii), schools and school districts shall be granted full credit in their API scores for graduating in five or six years a pupil with disabilities who graduates in accordance with his or her individualized education program.

(E) The pupil data collected for the API that comes from the achievement test administered pursuant to Section 60640 and the high school exit examination administered pursuant to Section 60851, when fully implemented, shall be disaggregated by special

1 education status, English learners, socioeconomic status, gender,  
2 and ethnic group. Only the test scores of pupils who were counted  
3 as part of the enrollment in the annual data collection of the  
4 California Basic Educational Data System for the current fiscal  
5 year and who were continuously enrolled during that year may be  
6 included in the test result reports in the API score of the school.

7 (F) (i) Commencing with the baseline API calculation in 2016,  
8 and for each year thereafter, results of the achievement test and  
9 other tests specified in subdivision (b) shall constitute no more  
10 than 60 percent of the value of the index for secondary schools.

11 (ii) In addition to the elements required by this paragraph, the  
12 Superintendent, with approval of the state board, may incorporate  
13 into the index for secondary schools valid, reliable, and stable  
14 measures of pupil preparedness for postsecondary education and  
15 career.

16 (G) Results of the achievement test and other tests specified in  
17 subdivision (b) shall constitute at least 60 percent of the value of  
18 the index for primary schools and middle schools.

19 (H) It is the intent of the Legislature that the state's system of  
20 public school accountability be more closely aligned with both the  
21 public's expectations for public education and the workforce needs  
22 of the state's economy. It is therefore necessary that the  
23 accountability system evolve beyond its narrow focus on pupil test  
24 scores to encompass other valuable information about school  
25 performance, including, but not limited to, pupil preparedness for  
26 college and career, as well as the high school graduation rates  
27 already required by law.

28 (I) The Superintendent shall annually determine the accuracy  
29 of the graduation rate data. Notwithstanding any other law,  
30 graduation rates for pupils in dropout recovery high schools shall  
31 not be included in the API. For purposes of this subparagraph,  
32 "dropout recovery high school" means a high school in which 50  
33 percent or more of its pupils have been designated as dropouts  
34 pursuant to the exit/withdrawal codes developed by the department  
35 or left a school and were not otherwise enrolled in a school for a  
36 period of at least 180 days.

37 (J) To complement the API, the Superintendent, with the  
38 approval of the state board, may develop and implement a program  
39 of school quality review that features locally convened panels to  
40 visit schools, observe teachers, interview pupils, and examine pupil

1 work, if an appropriation for this purpose is made in the annual  
2 Budget Act.

3 (K) The Superintendent shall annually provide to local  
4 educational agencies and the public a transparent and  
5 understandable explanation of the individual components of the  
6 API and their relative values within the API.

7 (L) An additional element chosen by the Superintendent and  
8 the state board for inclusion in the API pursuant to this paragraph  
9 shall not be incorporated into the API until at least one full school  
10 year after the state board's decision to include the element into the  
11 API.

12 (b) Pupil scores from the following tests, when available and  
13 when found to be valid and reliable for this purpose, shall be  
14 incorporated into the API:

15 (1) The standards-based achievement tests provided for in  
16 Section 60642.5.

17 (2) The high school exit examination.

18 (c) Based on the API, the Superintendent shall develop, and the  
19 state board shall adopt, expected annual percentage growth targets  
20 for all schools based on their API baseline score from the previous  
21 year. Schools are expected to meet these growth targets through  
22 effective allocation of available resources. For schools below the  
23 statewide API performance target adopted by the state board  
24 pursuant to subdivision (d), the minimum annual percentage growth  
25 target shall be 5 percent of the difference between the actual API  
26 score of a school and the statewide API performance target, or one  
27 API point, whichever is greater. Schools at or above the statewide  
28 API performance target shall have, as their growth target,  
29 maintenance of their API score above the statewide API  
30 performance target. However, the state board may set differential  
31 growth targets based on grade level of instruction and may set  
32 higher growth targets for the lowest performing schools because  
33 they have the greatest room for improvement. To meet its growth  
34 target, a school shall demonstrate that the annual growth in its API  
35 is equal to or more than its schoolwide annual percentage growth  
36 target and that all numerically significant pupil subgroups, as  
37 defined in subdivision (a), are making comparable improvement.

38 (d) Upon adoption of state performance standards by the state  
39 board, the Superintendent shall recommend, and the state board  
40 shall adopt, a statewide API performance target that includes

1 consideration of performance standards and represents the  
2 proficiency level required to meet the state performance target.

3 (e) (1) A school or school district with 11 to 99 pupils with  
4 valid test scores shall receive an API score with an asterisk that  
5 indicates less statistical certainty than API scores based on 100 or  
6 more test scores.

7 (2) A school or school district annually shall receive an API  
8 score, unless the Superintendent determines that an API score  
9 would be an invalid measure of the performance of the school or  
10 school district for one or more of the following reasons:

11 (A) Irregularities in testing procedures occurred.

12 (B) The data used to calculate the API score of the school or  
13 school district are not representative of the pupil population at the  
14 school or school district.

15 (C) Significant demographic changes in the pupil population  
16 render year-to-year comparisons of pupil performance invalid.

17 (D) The department discovers or receives information indicating  
18 that the integrity of the API score has been compromised.

19 (E) Insufficient pupil participation in the assessments included  
20 in the API.

21 (F) A transition to new standards-based assessments  
22 compromises comparability of results across schools or school  
23 districts. The Superintendent may use the authority in this  
24 subparagraph in the 2013–14 and 2014–15 school years only, with  
25 approval of the state board.

26 (3) If a school or school district has fewer than 100 pupils with  
27 valid test scores, the calculation of the API or adequate yearly  
28 progress pursuant to the federal No Child Left Behind Act of 2001  
29 (20 U.S.C. Sec. 6301 et seq.) and federal regulations may be  
30 calculated over more than one annual administration of the tests  
31 administered pursuant to Section 60640 and the high school exit  
32 examination administered pursuant to Section 60851, consistent  
33 with regulations adopted by the state board.

34 (4) Any school or school district that does not receive an API  
35 calculated pursuant to subparagraph (F) of paragraph (2) shall not  
36 receive an API growth target pursuant to subdivision (c). Schools  
37 and school districts that do not have an API calculated pursuant  
38 to subparagraph (F) of paragraph (2) shall use one of the following:

39 (A) The most recent API calculation.

40 (B) An average of the three most recent annual API calculations.

1 (C) Alternative measures that show increases in pupil academic  
2 achievement for all groups of pupils schoolwide and among  
3 significant subgroups.

4 (f) Only schools with 100 or more test scores contributing to  
5 the API may be included in the API rankings.

6 (g) The Superintendent, with the approval of the state board,  
7 shall develop an alternative accountability system for schools under  
8 the jurisdiction of a county board of education or a county  
9 superintendent of schools, community day schools, nonpublic,  
10 nonsectarian schools pursuant to Section 56366, and alternative  
11 schools serving high-risk pupils, including continuation high  
12 schools and opportunity schools. Schools in the alternative  
13 accountability system may receive an API score, but shall not be  
14 included in the API rankings.

15 (h) For purposes of this section, county offices of education  
16 shall be considered school districts.

17 SEC. 2. Section 52060 of the Education Code is amended to  
18 read:

19 52060. (a) On or before July 1, 2014, the governing board of  
20 each school district shall adopt a local control and accountability  
21 plan using a template adopted by the state board.

22 (b) A local control and accountability plan adopted by a  
23 governing board of a school district shall be effective for a period  
24 of three years, and shall be updated on or before July 1 of each  
25 year.

26 (c) A local control and accountability plan adopted by a  
27 governing board of a school district shall include, for the school  
28 district and each school within the school district, both of the  
29 following:

30 (1) A description of the annual goals, for all pupils and each  
31 subgroup of pupils identified pursuant to Section 52052, to be  
32 achieved for each of the state priorities identified in subdivision  
33 (d) and for any additional local priorities identified by the  
34 governing board of the school district. For purposes of this article,  
35 a subgroup of pupils identified pursuant to Section 52052 shall be  
36 a numerically significant pupil subgroup as specified in paragraphs  
37 (2) and (3) of subdivision (a) of Section 52052.

38 (2) A description of the specific actions the school district will  
39 take during each year of the local control and accountability plan  
40 to achieve the goals identified in paragraph (1), including the



1 enumeration of any specific actions necessary for that year to  
2 correct any deficiencies in regard to the state priorities listed in  
3 paragraph (1) of subdivision (d). The specific actions shall not  
4 supersede the provisions of existing local collective bargaining  
5 agreements within the jurisdiction of the school district.

6 (d) All of the following are state priorities:

7 (1) The degree to which the teachers of the school district are  
8 appropriately assigned in accordance with Section 44258.9, and  
9 fully credentialed in the subject areas, and, for the pupils they are  
10 teaching, every pupil in the school district has sufficient access to  
11 the standards-aligned instructional materials as determined pursuant  
12 to Section 60119, and school facilities are maintained in good  
13 repair as specified in subdivision (d) of Section 17002.

14 (2) Implementation of the academic content and performance  
15 standards adopted by the state board, including how the programs  
16 and services will enable English learners to access the common  
17 core academic content standards adopted pursuant to Section  
18 60605.8 and the English language development standards adopted  
19 pursuant to Section 60811.3, *as that section read on June 30, 2013*,  
20 for purposes of gaining academic content knowledge and English  
21 language proficiency.

22 (3) Parental involvement, including efforts the school district  
23 makes to seek parent input in making decisions for the school  
24 district and each individual schoolsite, and including how the  
25 school district will promote parental participation in programs for  
26 unduplicated pupils and individuals with exceptional needs.

27 (4) Pupil achievement, as measured by all of the following, as  
28 applicable:

29 (A) Statewide assessments administered pursuant to Article 4  
30 (commencing with Section 60640) of Chapter 5 of Part 33 or any  
31 subsequent assessment, as certified by the state board.

32 (B) The Academic Performance Index, as described in Section  
33 52052.

34 (C) The percentage of pupils who have successfully completed  
35 courses that satisfy the requirements for entrance to the University  
36 of California and the California State University, or career technical  
37 education sequences or programs of study that align with state  
38 board-approved career technical educational standards and  
39 frameworks, including, but not limited to, those described in

subdivision (a) of Section 52302, subdivision (a) of Section 52372.5, or paragraph (2) of subdivision (e) of Section 54692.

(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board.

(E) The English learner reclassification rate.

(F) The percentage of pupils who have passed an advanced placement examination with a score of ~~3~~ *three* or higher.

(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, as described in Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, or any subsequent assessment of college preparedness.

(5) Pupil engagement, as measured by all of the following, as applicable:

(A) School attendance rates.

(B) Chronic absenteeism rates.

(C) Middle school dropout rates, as described in paragraph (3) of subdivision (a) of Section 52052.1.

(D) High school dropout rates.

(E) High school graduation rates.

(6) School climate, as measured by all of the following, as applicable:

(A) Pupil suspension rates.

(B) Pupil expulsion rates.

(C) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

(7) The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the program and services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02, as implemented by Section 42238.03.

(8) Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

(e) For purposes of the descriptions required by subdivision (c), a governing board of a school district may consider qualitative information, including, but not limited to, findings that result from school quality reviews conducted pursuant to subparagraph (J) of paragraph (4) of subdivision (a) of Section 52052 or any other reviews.

(f) To the extent practicable, data reported in a local control and accountability plan shall be reported in a manner consistent with how information is reported on a school accountability report card.

(g) A governing board of a school district shall consult with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing a local control and accountability plan.

(h) A school district may identify local priorities, goals in regard to the local priorities, and the method for measuring the school district's progress toward achieving those goals.

*(i) This section shall remain in effect only until January 1, 2018, and as of that date is repealed, unless a later enacted statute, that is enacted before January 1, 2018, deletes or extends that date.*

SEC. 3. Section 52060 is added to the Education Code, to read:

52060. (a) On or before July 1, 2014, the governing board of each school district shall adopt a local control and accountability plan using a template adopted by the state board.

(b) A local control and accountability plan adopted by a governing board of a school district shall be effective for a period of three years, and shall be updated on or before July 1 of each year.

(c) A local control and accountability plan adopted by a governing board of a school district shall include, for the school district and each school within the school district, both of the following:

(1) A description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to Section 52052, to be achieved for each of the state priorities identified in subdivision (d) and for any additional local priorities identified by the governing board of the school district. For purposes of this article, a subgroup of pupils identified pursuant to Section 52052 shall be a numerically significant pupil subgroup as specified in paragraphs (2) and (3) of subdivision (a) of Section 52052.

(2) A description of the specific actions the school district will take during each year of the local control and accountability plan to achieve the goals identified in paragraph (1), including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state priorities listed in paragraph (1) of subdivision (d). The specific actions shall not supersede the provisions of existing local collective bargaining agreements within the jurisdiction of the school district.

(d) All of the following are state priorities:

(1) The degree to which the teachers of the school district are appropriately assigned in accordance with Section 44258.9, and fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil in the school district has sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119, and school facilities are maintained in good repair as specified in subdivision (d) of Section 17002.

(2) Implementation of the academic content and performance standards adopted by the state board, including how the programs and services will enable English learners to access the common core academic content standards adopted pursuant to Section 60605.8 and the English language development standards adopted pursuant to Section 60811.3, as that section read on June 30, 2013, for purposes of gaining academic content knowledge and English language proficiency.

(3) Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual schoolsite, and including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.

(4) Pupil achievement, as measured by all of the following, as applicable:

(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.

(B) The Academic Performance Index, as described in Section 52052.

(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state

1 board-approved career technical educational standards and  
2 frameworks, including, but not limited to, those described in  
3 subdivision (a) of Section 52302, subdivision (a) of Section  
4 52372.5, or paragraph (2) of subdivision (e) of Section 54692.

5 (D) The percentage of English learner pupils who make progress  
6 toward English proficiency as measured by the California English  
7 Language Development Test or any subsequent assessment of  
8 English proficiency, as certified by the state board.

9 (E) The English learner reclassification rate.

10 (F) The percentage of pupils who have passed an advanced  
11 placement examination with a score of three or higher.

12 (G) The percentage of pupils who participate in, and demonstrate  
13 college preparedness pursuant to, the Early Assessment Program,  
14 as described in Chapter 6 (commencing with Section 99300) of  
15 Part 65 of Division 14 of Title 3, or any subsequent assessment of  
16 college preparedness.

17 (5) Pupil engagement, as measured by all of the following, as  
18 applicable:

19 (A) School attendance rates.

20 (B) Chronic absenteeism rates.

21 (C) Middle school dropout rates, as described in paragraph (3)  
22 of subdivision (a) of Section 52052.1.

23 (D) High school dropout rates.

24 (E) High school graduation rates.

25 (6) School climate, as measured by all of the following, as  
26 applicable:

27 (A) Pupil suspension rates.

28 (B) Pupil expulsion rates.

29 (C) If the governing board of the school district chooses to  
30 include it, compliance with the federal gender equity requirements  
31 under Title IX of the Education Amendments of 1972 (20 U.S.C.  
32 Sec. 1681, et seq.), including, but not limited to, the total number  
33 of pupils, by gender, participating in existing after school athletic  
34 programs.

35 (D) Other local measures, including surveys of pupils, parents,  
36 and teachers on the sense of safety and school connectedness.

37 (7) The extent to which pupils have access to, and are enrolled  
38 in, a broad course of study that includes all of the subject areas  
39 described in Section 51210 and subdivisions (a) to (i), inclusive,  
40 of Section 51220, as applicable, including the programs and

1 services developed and provided to unduplicated pupils and  
2 individuals with exceptional needs, and the program and services  
3 that are provided to benefit these pupils as a result of the funding  
4 received pursuant to Section 42238.02, as implemented by Section  
5 42238.03.

6 (8) Pupil outcomes, if available, in the subject areas described  
7 in Section 51210 and subdivisions (a) to (i), inclusive, of Section  
8 51220, as applicable.

9 (e) For purposes of the descriptions required by subdivision (c),  
10 a governing board of a school district may consider qualitative  
11 information, including, but not limited to, findings that result from  
12 school quality reviews conducted pursuant to subparagraph (J) of  
13 paragraph (4) of subdivision (a) of Section 52052 or any other  
14 reviews.

15 (f) To the extent practicable, data reported in a local control and  
16 accountability plan shall be reported in a manner consistent with  
17 how information is reported on a school accountability report card.

18 (g) A governing board of a school district shall consult with  
19 teachers, principals, administrators, other school personnel, local  
20 bargaining units of the school district, parents, and pupils in  
21 developing a local control and accountability plan.

22 (h) A school district may identify local priorities, goals in regard  
23 to the local priorities, and the method for measuring the school  
24 district's progress toward achieving those goals.

25 (i) This section shall become operative on January 1, 2018.

26 SEC. 4. Section 52066 of the Education Code is amended to  
27 read:

28 52066. (a) On or before July 1, 2014, each county  
29 superintendent of schools shall develop, and present to the county  
30 board of education for adoption, a local control and accountability  
31 plan using a template adopted by the state board.

32 (b) A local control and accountability plan adopted by a county  
33 board of education shall be effective for a period of three years,  
34 and shall be updated on or before July 1 of each year.

35 (c) A local control and accountability plan adopted by a county  
36 board of education shall include, for each school or program  
37 operated by the county superintendent of schools, both of the  
38 following:

39 (1) A description of the annual goals, for all pupils and each  
40 subgroup of pupils identified pursuant to Section 52052, to be

1 achieved for each of the state priorities identified in subdivision  
2 (d), as applicable to the pupils served, and for any additional local  
3 priorities identified by the county board of education.

4 (2) A description of the specific actions the county  
5 superintendent of schools will take during each year of the local  
6 control and accountability plan to achieve the goals identified in  
7 paragraph (1), including the enumeration of any specific actions  
8 necessary for that year to correct any deficiencies in regard to the  
9 state priorities listed in paragraph (1) of subdivision (d). The  
10 specific actions shall not supersede the provisions of existing local  
11 collective bargaining agreements within the jurisdiction of the  
12 county superintendent of schools.

13 (d) All of the following are state priorities:

14 (1) The degree to which the teachers in the schools or programs  
15 operated by the county superintendent of schools are appropriately  
16 assigned in accordance with Section 44258.9 and fully credentialed  
17 in the subject areas, and, for the pupils they are teaching, every  
18 pupil in the schools or programs operated by the county  
19 superintendent of schools has sufficient access to the  
20 standards-aligned instructional materials as determined pursuant  
21 to Section 60119, and school facilities are maintained in good  
22 repair as specified in subdivision (d) of Section 17002.

23 (2) Implementation of the academic content and performance  
24 standards adopted by the state board, including how the programs  
25 and services will enable English learners to access the common  
26 core academic content standards adopted pursuant to Section  
27 60605.8 and the English language development standards adopted  
28 pursuant to Section 60811.3, *as that section read on June 30, 2013*,  
29 for purposes of gaining academic content knowledge and English  
30 language proficiency.

31 (3) Parental involvement, including efforts the county  
32 superintendent of schools makes to seek parent input in making  
33 decisions for each individual schoolsite and program operated by  
34 a county superintendent of schools, and including how the county  
35 superintendent of schools will promote parental participation in  
36 programs for unduplicated pupils and individuals with exceptional  
37 needs.

38 (4) Pupil achievement, as measured by all of the following, as  
39 applicable:

1 (A) Statewide assessments administered pursuant to Article 4  
2 (commencing with Section 60640) of Chapter 5 of Part 33 or any  
3 subsequent assessment, as certified by the state board.

4 (B) The Academic Performance Index, as described in Section  
5 52052.

6 (C) The percentage of pupils who have successfully completed  
7 courses that satisfy the requirements for entrance to the University  
8 of California and the California State University, or career technical  
9 education sequences or programs of study that align with state  
10 board-approved career technical education standards and  
11 frameworks, including, but not limited to, those described in  
12 subdivision (a) of Section 52302, subdivision (a) of Section  
13 52372.5, or paragraph (2) of subdivision (e) of Section 54692.

14 (D) The percentage of English learner pupils who make progress  
15 toward English proficiency as measured by the California English  
16 Language Development Test or any subsequent assessment of  
17 English proficiency, as certified by the state board.

18 (E) The English learner reclassification rate.

19 (F) The percentage of pupils who have passed an advanced  
20 placement examination with a score of *3 three* or higher.

21 (G) The percentage of pupils who participate in, and demonstrate  
22 college preparedness pursuant to, the Early Assessment Program,  
23 as described in Chapter 6 (commencing with Section 99300) of  
24 Part 65 of Division 14 of Title 3, or any subsequent assessment of  
25 college preparedness.

26 (5) Pupil engagement, as measured by all of the following, as  
27 applicable:

28 (A) School attendance rates.

29 (B) Chronic absenteeism rates.

30 (C) Middle school dropout rates, as described in paragraph (3)  
31 of subdivision (a) of Section 52052.1.

32 (D) High school dropout rates.

33 (E) High school graduation rates.

34 (6) School climate, as measured by all of the following, as  
35 applicable:

36 (A) Pupil suspension rates.

37 (B) Pupil expulsion rates.

38 (C) Other local measures, including surveys of pupils, parents,  
39 and teachers on the sense of safety and school connectedness.



1 (7) The extent to which pupils have access to, and are enrolled  
2 in, a broad course of study that includes all of the subject areas  
3 described in Section 51210 and subdivisions (a) to (i), inclusive,  
4 of Section 51220, as applicable, including the programs and  
5 services developed and provided to unduplicated pupils and  
6 individuals with exceptional needs, and the program and services  
7 that are provided to benefit these pupils as a result of the funding  
8 received pursuant to Section 42238.02, as implemented by Section  
9 42238.03.

10 (8) Pupil outcomes, if available, in the subject areas described  
11 in Section 51210 and subdivisions (a) to (i), inclusive, of Section  
12 51220, as applicable.

13 (9) How the county superintendent of schools will coordinate  
14 instruction of expelled pupils pursuant to Section 48926.

15 (10) How the county superintendent of schools will coordinate  
16 services for foster children, including, but not limited to, all of the  
17 following:

18 (A) Working with the county child welfare agency to minimize  
19 changes in school placement.

20 (B) Providing education-related information to the county child  
21 welfare agency to assist the county child welfare agency in the  
22 delivery of services to foster children, including, but not limited  
23 to, educational status and progress information that is required to  
24 be included in court reports.

25 (C) Responding to requests from the juvenile court for  
26 information and working with the juvenile court to ensure the  
27 delivery and coordination of necessary educational services.

28 (D) Establishing a mechanism for the efficient expeditious  
29 transfer of health and education records and the health and  
30 education passport.

31 (e) For purposes of the descriptions required by subdivision (c),  
32 a county board of education may consider qualitative information,  
33 including, but not limited to, findings that result from school quality  
34 reviews conducted pursuant to subparagraph (J) of paragraph (4)  
35 of subdivision (a) of Section 52052 or any other reviews.

36 (f) To the extent practicable, data reported in a local control and  
37 accountability plan shall be reported in a manner consistent with  
38 how information is reported on a school accountability report card.

39 (g) The county superintendent of schools shall consult with  
40 teachers, principals, administrators, other school personnel, local

1 bargaining units of the county office of education, parents, and  
2 pupils in developing a local control and accountability plan.

3 (h) A county board of education may identify local priorities,  
4 goals in regard to the local priorities, and the method for measuring  
5 the county office of education's progress toward achieving those  
6 goals.

7 *(i) This section shall remain in effect only until January 1, 2018,*  
8 *and as of that date is repealed, unless a later enacted statute, that*  
9 *is enacted before January 1, 2018, deletes or extends that date.*

10 SEC. 5. Section 52066 is added to the Education Code, to read:

11 52066. (a) On or before July 1, 2014, each county  
12 superintendent of schools shall develop, and present to the county  
13 board of education for adoption, a local control and accountability  
14 plan using a template adopted by the state board.

15 (b) A local control and accountability plan adopted by a county  
16 board of education shall be effective for a period of three years,  
17 and shall be updated on or before July 1 of each year.

18 (c) A local control and accountability plan adopted by a county  
19 board of education shall include, for each school or program  
20 operated by the county superintendent of schools, both of the  
21 following:

22 (1) A description of the annual goals, for all pupils and each  
23 subgroup of pupils identified pursuant to Section 52052, to be  
24 achieved for each of the state priorities identified in subdivision  
25 (d), as applicable to the pupils served, and for any additional local  
26 priorities identified by the county board of education.

27 (2) A description of the specific actions the county  
28 superintendent of schools will take during each year of the local  
29 control and accountability plan to achieve the goals identified in  
30 paragraph (1), including the enumeration of any specific actions  
31 necessary for that year to correct any deficiencies in regard to the  
32 state priorities listed in paragraph (1) of subdivision (d). The  
33 specific actions shall not supersede the provisions of existing local  
34 collective bargaining agreements within the jurisdiction of the  
35 county superintendent of schools.

36 (d) All of the following are state priorities:

37 (1) The degree to which the teachers in the schools or programs  
38 operated by the county superintendent of schools are appropriately  
39 assigned in accordance with Section 44258.9 and fully credentialed  
40 in the subject areas, and, for the pupils they are teaching, every

1 pupil in the schools or programs operated by the county  
2 superintendent of schools has sufficient access to the  
3 standards-aligned instructional materials as determined pursuant  
4 to Section 60119, and school facilities are maintained in good  
5 repair as specified in subdivision (d) of Section 17002.

6 (2) Implementation of the academic content and performance  
7 standards adopted by the state board, including how the programs  
8 and services will enable English learners to access the common  
9 core academic content standards adopted pursuant to Section  
10 60605.8 and the English language development standards adopted  
11 pursuant to Section 60811.3, as that section read on June 30, 2013,  
12 for purposes of gaining academic content knowledge and English  
13 language proficiency.

14 (3) Parental involvement, including efforts the county  
15 superintendent of schools makes to seek parent input in making  
16 decisions for each individual schoolsite and program operated by  
17 a county superintendent of schools, and including how the county  
18 superintendent of schools will promote parental participation in  
19 programs for unduplicated pupils and individuals with exceptional  
20 needs.

21 (4) Pupil achievement, as measured by all of the following, as  
22 applicable:

23 (A) Statewide assessments administered pursuant to Article 4  
24 (commencing with Section 60640) of Chapter 5 of Part 33 or any  
25 subsequent assessment, as certified by the state board.

26 (B) The Academic Performance Index, as described in Section  
27 52052.

28 (C) The percentage of pupils who have successfully completed  
29 courses that satisfy the requirements for entrance to the University  
30 of California and the California State University, or career technical  
31 education sequences or programs of study that align with state  
32 board-approved career technical education standards and  
33 frameworks, including, but not limited to, those described in  
34 subdivision (a) of Section 52302, subdivision (a) of Section  
35 52372.5, or paragraph (2) of subdivision (e) of Section 54692.

36 (D) The percentage of English learner pupils who make progress  
37 toward English proficiency as measured by the California English  
38 Language Development Test or any subsequent assessment of  
39 English proficiency, as certified by the state board.

40 (E) The English learner reclassification rate.

1 (F) The percentage of pupils who have passed an advanced  
2 placement examination with a score of three or higher.

3 (G) The percentage of pupils who participate in, and demonstrate  
4 college preparedness pursuant to, the Early Assessment Program,  
5 as described in Chapter 6 (commencing with Section 99300) of  
6 Part 65 of Division 14 of Title 3, or any subsequent assessment of  
7 college preparedness.

8 (5) Pupil engagement, as measured by all of the following, as  
9 applicable:

10 (A) School attendance rates.

11 (B) Chronic absenteeism rates.

12 (C) Middle school dropout rates, as described in paragraph (3)  
13 of subdivision (a) of Section 52052.1.

14 (D) High school dropout rates.

15 (E) High school graduation rates.

16 (6) School climate, as measured by all of the following, as  
17 applicable:

18 (A) Pupil suspension rates.

19 (B) Pupil expulsion rates.

20 (C) If the county board of education chooses to include it,  
21 compliance with the federal gender equity requirements under  
22 Title IX of the Education Amendments of 1972 (20 U.S.C. Sec.  
23 1681, et seq.), including, but not limited to, the total number of  
24 pupils, by gender, participating in existing after school athletic  
25 programs.

26 (D) Other local measures, including surveys of pupils, parents,  
27 and teachers on the sense of safety and school connectedness.

28 (7) The extent to which pupils have access to, and are enrolled  
29 in, a broad course of study that includes all of the subject areas  
30 described in Section 51210 and subdivisions (a) to (i), inclusive,  
31 of Section 51220, as applicable, including the programs and  
32 services developed and provided to unduplicated pupils and  
33 individuals with exceptional needs, and the program and services  
34 that are provided to benefit these pupils as a result of the funding  
35 received pursuant to Section 42238.02, as implemented by Section  
36 42238.03.

37 (8) Pupil outcomes, if available, in the subject areas described  
38 in Section 51210 and subdivisions (a) to (i), inclusive, of Section  
39 51220, as applicable.

1 (9) How the county superintendent of schools will coordinate  
2 instruction of expelled pupils pursuant to Section 48926.

3 (10) How the county superintendent of schools will coordinate  
4 services for foster children, including, but not limited to, all of the  
5 following:

6 (A) Working with the county child welfare agency to minimize  
7 changes in school placement.

8 (B) Providing education-related information to the county child  
9 welfare agency to assist the county child welfare agency in the  
10 delivery of services to foster children, including, but not limited  
11 to, educational status and progress information that is required to  
12 be included in court reports.

13 (C) Responding to requests from the juvenile court for  
14 information and working with the juvenile court to ensure the  
15 delivery and coordination of necessary educational services.

16 (D) Establishing a mechanism for the efficient expeditious  
17 transfer of health and education records and the health and  
18 education passport.

19 (e) For purposes of the descriptions required by subdivision (c),  
20 a county board of education may consider qualitative information,  
21 including, but not limited to, findings that result from school quality  
22 reviews conducted pursuant to subparagraph (J) of paragraph (4)  
23 of subdivision (a) of Section 52052 or any other reviews.

24 (f) To the extent practicable, data reported in a local control and  
25 accountability plan shall be reported in a manner consistent with  
26 how information is reported on a school accountability report card.

27 (g) The county superintendent of schools shall consult with  
28 teachers, principals, administrators, other school personnel, local  
29 bargaining units of the county office of education, parents, and  
30 pupils in developing a local control and accountability plan.

31 (h) A county board of education may identify local priorities,  
32 goals in regard to the local priorities, and the method for measuring  
33 the county office of education's progress toward achieving those  
34 goals.

35 (i) This section shall become operative on January 1, 2018.

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